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STAFFING NEW PROGRAMS, A RESEARCH STUDY.

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ANALYSIS OF DATA FROM 146 SCHOOLS ACROSS THE COUNTRY SHOWS ACQUISITION OF QUALIFIED STAFF PERSONNEL TO BE A MAJOR DIFFICULTY IN OPERATING NEW SCHOOL PROGRAMS. THE EIGHT MOST DIFFICULT PROGRAMS TO STAFF WERE PRESCHOOL, REMEDIAL READING, ELEMENTARY SCHOOL LIBRARIANS, SOCIAL WORKERS, TEACHERS FOR EMOTIONALLY DISTURBED CHILDREN, PSYCHOLOGISTS, SPEECH THERAPISTS, AND PSYCHIATRISTS. DIVERTING PERSONNEL TO NEW PROGRAMS WEAKENS THE REGULAR PROGRAMS. OTHER DIFFICULTIES INCLUDE INSUFFICIENT NOTICE TO PLAN AN ADEQUATE STAFF RECRUITMENT PROGRAM, INADEQUATE JOB DESCRIPTIONS, DETERMINATION OF WAGE RATES, AND LACK OF JOB SECURITY. IN ALL FIVE GEOGRAPHICAL REGIONS, MORE PROGRAMS WERE FUNDED BY PL 89-10, THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, THAN BY OTHER FEDERAL, LOCAL, OR FOUNDATION FUNDS. COUNTY SCHOOL SYSTEMS ENCOUNTERED MORE DIFFICULTY THAN CITY OR LOCAL SYSTEMS IN TEACHER RECRUITMENT FOR NEW PROGRAMS. LARGE SCHOOL DISTRICTS REPORTED THE GREATEST DIFFICULTY IN RECRUITING PERSONNEL FOR REMEDIAL, SPEECH IMPROVEMENT, PRESCHOOL, AND VOCATIONAL CLASSES AND FOR PSYCHIATRIC AND EXPANDED HEALTH SERVICES. SMALLER DISTRICTS EXPERIENCED THE GREATEST DIFFICULTY RECRUITING COUNSELING PERSONNEL. ESTABLISHING A SEPARATE SET OF PERSONNEL POLICIES FOR NON-CERTIFICATED STAFF, COORDINATING SALARY SCHEDULES, AND IMPROVING RECRUITING TECHNIQUES ARE RECOMMENDED. THIS ARTICLE IS PUBLISHED IN "PERSONNEL ADMINISTRATION RESEARCH STUDIES, 1966," AVAILABLE FROM THE CENTER OF EDUCATIONAL RESEARCH AND SERVICE, COLLEGE OF EDUCATION, OHIO UNIVERSITY, ATHENS, OHIO 45701, FOR $1.00. (JK)

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by Jerry Hart

STAFFING NEW PROGRAMS

By American Association of School Personnel Administrators Research and Projects Committee

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STAFFING NEW PROGRAMS

A Research Study

by

THE RESEARCH AND PROJECTS COMMITTEE

of the

AMERICAN ASSOCIATION OF

SCHOOL PERSONNEL ADMINISTRATORS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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STAFFING NEW EDUCATIONAL PROGRAMS

INTRODUCTION

The present study on staffing new educational programs was the outgrowth of a recognition by the members of the Research Committee of the AASPA of the severe demands made upon personnel administrators and their departments to supply qualified personnel. A survey form was prepared and submitted to the members of the American Association of School Personnel Administrators requesting identifying information on their school systems, scope of staff needs by type of program, specific classes or activities with approximate personnel needed, identification of problems encountered in staffing, promising recruitment techniques, and comments on recruitment problems by personnel administrators. A total of 146 schools responded to the questionnaire. The data from questionnaires were analyzed by geographical location, by type of school district, and by the size of school district. An analysis by title of personnel officer did not produce any significant results and was not included. The data were adapted to, and run on, a computer program for the purpose of analysis. To insure accuracy, two sets of data cards were prepared and cross-checked to eliminate errors by the operator.

A brief review of the 146 schools reporting shows a fairly well-distributed sampling geographically according to county, city and local school systems and according to size of district. The report is presented in seven divisions as follows:

1. Identification of the scope of new programs and staff needed.
2. The nature of problems encountered.
3. An analysis of problems encountered according to geographical area.
4. Difficulties of recruitment by type of school system.
5. Difficulties of recruitment related to size of school system.
6. Synthesis of comments and advice from personnel administrators.
7. Promising recruitment techniques.

TABLE I

THE KINDS OF PROGRAMS AND NUMBER OF EMPLOYEES NEEDED

Program Title	*Number of Programs*	*Number of Employees*
Expanded Summer School Classes	70	6,220
Pre-school (Head Start)	83	5,458*
Tutoring (Voluntary)	29	3,910
Basic Education Classes	58	3,853
Remedial Reading	123	2,395*
Tutoring (Paid)	38	1,786
Neighboring Youth Corps	41	1,480
Teacher Aides	11	1,367
After School Recreation	29	1,363
Manpower Development Training Classes	62	1,335
Enrichment Classes	38	1,268
Additional Guidance and Counseling Services	85	951*

*Personnel difficult or moderately difficult to recruit.	(Based upon per cent)	
Elementary School Librarians	78	905*
Saturday Morning Enrichment Classes	16	595
Parent Education Classes	17	447
Classes-Emotionally Disturbed	73	414*
Additional Social Work Services	72	410*
Speech Therapy	68	345*
Expanded Psychological Services	75	310
Expanded Health Services	40	273
Speech Improvement Classes	45	205
Dental Services	13	66
Psychiatric Service	23	55*
Other Programs (See Appendix)	85+	3,667
TOTALS	1,272	39,078

*Personnel difficult or moderately difficult to recruit. (Based upon per cent).

Identification of the Scope of New Programs and Personnel Needed

The number of programs, the number of employees needed, and the top eight programs that were difficult or moderately difficult to staff are shown in Table I. The Table is based upon estimates made by the respondents to the questionnaire on kinds of programs sponsored and the number of employees needed. Terminology covering types of programs needed to be interpreted, and a standard adopted for the criteria used in tabulation of the data. For example, a number of personnel administrators estimated their number of needed employees as between 20 and 30 for a given program. In the final table, presented above, the mid-point or 25 was taken as the figure to be used. The table, as a consequence, represents a refinement of the data presented in the preliminary report and is believed to be representative of the data provided. If staff were listed for a given program, it was assumed that there was a program in operation or being started.

The data emphasizes the difficulty of staffing the many programs present in the school systems. An estimated 1272 programs, requiring 39,000 employees in the 146 schools responding, give some idea of the dimensions of the problems faced by personnel administrators. It can be assumed that different programs require personnel with different abilities, skills, attitudes and types of training. To adequately determine job specifications of personnel to handle the new programs is an enormous task in itself. Over a hundred different areas were covered in the programs with some areas requiring extremely high qualifications as well as high degrees of specialization. The top eight programs listed from the standpoint of great difficulty and moderate staffing difficulty were: Head Start, Remedial Reading, Elementary School Librarians, Social Workers, Teachers for Emotionally Disturbed Children, Psychologists, Speech Therapists, and Psychiatrists. Well qualified people were exceedingly hard to find in these areas.

The Nature of Problems Encountered.

Personnel administrators were asked to respond to a series of questions on the nature and kind of problems that they encountered in recruitment. The responses were obtained directly from the computer, in per cent, and are reported according to the statement given.

Approximately 67 per cent of the personnel administrators stated that skilled personnel in the area of psychology, school social workers, psychiatrists, teachers, and counselors were extremely hard to recruit.

Approximately 69 per cent stated that they had to divert staff from the regular school program to new programs and employ new people to take their places. There is always a question on what effect these internal shifts have on the quality of on-going programs. However, the diversion of personnel to new programs with consequent weakening of the regular programs was reported by 26 per cent of the respondents.

The majority of personnel administrators stated that they were employing fully qualified personnel to fill new program vacancies. The fact that 36 per cent were not able to do so reflects on the present quality of the new programs having to operate under these staffing conditions.

Less than half of the personnel administrators have had difficulty with certification problems (40 per cent).

Slightly over half (53 per cent) of the personnel administrators reported that their staff had not been increased to do the additional recruitment.

Fifty-eight per cent stated that not enough advance notice had been given to plan an adequate recruitment program.

Over 80 per cent of the personnel administrators were informed in regard to the programs that were being planned.

Approximately one-fourth of the personnel administrators have had difficulty in determining salary and wage rates for the new programs.

Thirty-two per cent of the personnel administrators thought that confusion in the administration of new programs had complicated recruitment.

In general, recruitment from within the staff has not been discouraged according to 87 per cent of administrators reporting.

Thirty-eight per cent of the personnel administrators thought that skilled personnel were hesitant about accepting jobs without some indication of job security and length of involvement.

TABLE II

SOURCES OF SUPPORT FOR THE VARIOUS PROGRAMS

Program Involvement	*Geographical Area*					
	East	*West*	*North*	*South*	*Mid-West*	*% Total Systems*
PL89-10 Elementary and Seconday Education Act, 1965	89*	95	91	99	99	91
Economic Opportunity Act	75	61	73	52	61	67
Manpower Development Training Act	64	52	55	52	30	54
Vocational Education Act	72	71	64	70	61	67
Programs conducted with local school system funds	54	66	58	64	61	58

*Shown in per cent.

Table II shows the types of program support initiated by geographical location: the per cent indicates the per cent of the total systems involved in the programs. In addition to the programs sponsored by the government and local school districts out of their own funds, a number of programs were being

financed by various foundations, such as, Ford Foundation, Carnegie Corporation, etc. The latter were not in sufficient number to tabulate in the above table. In summary of the types of programs, 91 per cent of the schools reporting were involved with PL89-10 Elementary and Secondary Education Act, 1965, 67 per cent with the Economic Opportunity Act, 67 per cent with the Vocational Education Act, 54 per cent with the Manpower Development Act, and 58 per cent initiated local programs paid for by local resources. Involvement was highest in programs conducted through the ESEA, 1965, in all five regions.

Note: The states included in the five regions were as follows:
East—Ohio, West Virginia, Maryland, Pennsylvania, New Jersey, New York, Massachusetts, Washington, D. C., Connecticut
South—Virginia, Kentucky, Missouri, Arkansas, Louisana, Florida, Georgia, South Carolina, Alabama
West—New Mexico, Colorado, Wyoming, Montana, Texas, California, Arizona, Washington, Utah, Oregon, Hawaii
North—North Dakota, South Dakota, Minnesota, Wisconsin, Michigan
Mid-West—Indiana, Illinois, Iowa, Kansas, Oklahoma, Nebraska

An Analysis of Problems Encountered According to Geographical Location

An analysis of problems encountered according to geographical location is shown in detail in Table III. Twenty-two specific classes or activities are listed and the per cent of great difficulty encountered by region and by total is given.

Of the 146 school systems, 123 reported that they had initiated remedial reading classes. Of this total, 30 per cent of the schools reported great difficulty in recruitment; the West indicated the greatest difficulty of 38 per cent. In order of difficulty of programs, additional guidance and counseling services ranked second with 85 systems reporting these activities. Over all, 15 per cent of the schools reported great difficulty in recruitment; however, the West again reported the greatest difficulty (33 per cent). Eighty-three systems reported initiation of pre-school (Head Start) classes. Two per cent of all schools reported great difficulty in recruitment although 15 per cent reported moderate difficulty. (Not shown in table.) The East reported moderate difficulty in 32 per cent of their responses.

Elementary school libraries were being started in 78 of the 146 systems reporting. Over all, the five regions reported great difficulty in recruitment in 19 per cent of the responses. The South and the West indicated the greatest difficulty (29 per cent and 28 per cent respectively). Seventy-five systems reported expanded psychological services. Of these systems, 28 per cent of the schools reported great difficulty in recruitment for these services; all geographical regions reported nearly the same amount of difficulty encountered.

Classes for emotionally disturbed children had been expanded in 73 of the school districts. Twenty-five per cent of all the districts reported great difficulty in recruitment; however, the Mid-West region experienced a very significant recruitment problem with 46 per cent of the personnel administrators reporting great difficulty in recruitment of teachers for emotionally disturbed classes.

Additional school social work services were reported by 72 school districts, of which 21 per cent reported great difficulty in recruitment, the

Mid-West and the South indicated the greatest problems (46 per cent and 41 per cent respectively). Expanded summer school classes were reported by 70 districts, but only slight difficulty in recruitment had been encountered. Possibly using regular classroom teachers for the summer programs had brought about this condition. Recruitment for expanded speech therapy programs was reported as being greatly difficult by 13 per cent of the 68 districts reporting. The West region reported the greatest difficulty (28 per cent).

Personnel administrators can also obtain from Table III the extent each type of activity is being emphasized by noting the number of systems initiating specific classes or special activities. For example, of the 146 systems reporting, a total of 123 systems are implementing the regular program with remedial reading classes.

TABLE III

EXTENT OF DIFFICULTY ENCOUNTERED
ACCORDING TO ACTIVITY AND GEOGRAPHIC AREA

Category	Per Cent of "Great Difficulty" in Recruitment						Total Systems
	East	West	North	South	Mid-West	Total	
Remedial reading classes	35	38	26	35	23	30	123
Additional guidance and counseling service	24	33	8	5	7	15	85
Pre-school (Head Start) classes	5	4	0	0	0	2	83
Elementary school libraries	8	28	23	29	15	19	78
Expanded psychological services	32	33	24	23	30	28	75
Classes for emotionally disturbed pupils	29	14	24	17	46	25	73
Additional school social work services	16	19	16	41	46	21	72
Expanded summer school classes	0	0	0	0	0	0	70
Speech therapy	16	28	12	0	7	13	68
Manpower Development Training Classes	10	4	1	5	7	5	62
Basic education classes	0	0	8	11	7	5	58
Speech improvement classes	5	14	5	5	0	6	45
Neighborhood Youth Corps	2	0	0	0	0	0	41
Expanded health services	10	4	3	5	23	7	40
Tutoring (paid personnel)	5	0	0	11	0	.2	38
Enrichment classes	5	4	0	0	0	.2	38
Tutoring (volunteers)	5	0	0	0	0	.1	29
After-school recreational programs	0	0	0	0	0	0	29
Psychiatric service	16	4	5	5	7	8	23
Parent education	5	0	0	0	0	1	17
Saturday morning enrichment classes	0	0	0	0	0	0	16
Dental services	2	0	0	5	7	2	13

Difficulties of Recruitment by Type of School System

A total of 16 county, 75 city and 19 local school systems were included in this part of the study. Only positively identified schools in these categories were included. Township schools, consolidated districts, and high school districts were among those not included. The analysis showed that the country systems were encountering more difficulty in recruitment for the specific classes and activities outlined in the questionnaire. For example, 8 of the 16 county systems reported great difficulty in recruitment for remedial reading classes. Twenty-five per cent of the personnel administrators in the county systems reported great difficulty in recruitment of personnel for elementary school libraries. County systems also reported great difficulty in recruiting teachers for classes for emotionally disturbed pupils (37 per cent).

As Table IV indicates, the county systems were also experiencing more difficulty in recruitment for speech improvement classes, neighborhood Youth Corps projects, pre-school classes, additional school social work services, additional guidance and counseling services, speech therapy, and expanded health services than the city and local school systems. The city districts lead the county and local districts in recruitment difficulties in the areas of psychiatric service and psychological services. In general, the schools classified as local school systems reported the least amount of difficulty in recruitment for specific classes and activities.

TABLE IV

DIFFICULTY IN RECRUITMENT ENCOUNTERED BY TYPE OF SCHOOL AND CATEGORY OF ACTIVITY

Specific Class or Activity	Extent of Great Difficulty in Recruitment		
	County	City	Local
Remedial reading classes	50*	28	26
Elementary school libraries	25	22	10
Tutoring (volunteers)	0	2	0
Tutoring (paid personnel)	0	2	5
Enrichment classes	6	2	0
Classes for emotionally disturbed	37	24	21
Speech improvement classes	18	6	0
Neighborhood Youth Corps	6	0	0
Pre-school (Head Start) classes	12	1	0
Basic education classes	0	5	5
Manpower Development Training	0	6	5
Expanded summer school classes	0	0	0
Saturday morning enrichment classes	0	0	0
After-school recreational programs	0	0	0
Expanded psychological service	31	35	5
Additional school social work services	31	18	21
Psychiatric service	0	11	0
Additional guidance and counseling	25	15	5
Speech therapy	25	14	10
Expanded health services	18	6	5
Dental services	2	5	2
Parent education	0	2	0

*in per cent

Another indication of the extreme difficulty county systems are having was analysed according to the types of problems encountered. Schools classified as county systems reported the following types of problems in large numbers:

1. Psychologists, social workers, psychiatrists, teachers, and counselors have been extremely difficult to recruit (87 per cent).
2. Eighty-seven per cent also reported that they have had to divert staff from the regular school program to new programs.
3. Fifty-six per cent reported that they have had to employ less than fully qualified personnel to fill many new program vacancies.
4. Fifty per cent reported that certification has been a problem.
5. It was reported by sixty-eight per cent of the county systems that time was not sufficient to do a good recruitment job following receipt of job requisitions.
6. Sixty-eight per cent also reported that the personnel office has not been augmented to do the recruitment.
7. A total of eighty-seven per cent reported that not enough advance notice was given to plan an adequate recruitment program.
8. Fifty-six per cent reported that skilled personnel have been hesitant to accept jobs without some indication of job security and length of involvement.

The study did not indicate, however, that the county districts were the only systems encountering problems of this kind. For example, the city and local districts reported in 68 and 57 per cent of their responses that skilled personnel have been extremely hard to recruit. Fifty-one per cent of the city schools and 36 per cent of the local districts also reported that they have not had the time to do a good recruitment job following receipt of job requisitions. City and local districts also reported a serious problem because the personnel office has not had the staff needed to do all of the recruitment demanded by the new programs.

Another problem that parallels this situation is the lack of an adequate job description for all personnel needed. All three types of school systems reported that this has been a problem. Similarly, all three types of schools indicated salary and wage rates for personnel employed in many new programs have been difficult to determine. *The fact that 26 per cent of the administrators reporting indicated that they believed the diversion of personnel to new programs has weakened the regular programs strengthens the theory that the needs of adequate personnel administration are not being met.* Table V shows the nature of problems encountered and the over-all per cent of difficulty encountered by county, city and local school districts.

TABLE V

NATURE OF PROBLEMS ENCOUNTERED ACCORDING TO TYPE OF DISTRICT

Problems Encountered	County	City	Local
Skilled personnel (psychologists, school social workers, psychiatrists, teachers, counselors, etc.) have been extremely hard to recruit.	87*	68	57
We have had to divert staff from the regular school program to new programs and employ new people to take their places.	87	76	57
We have had to employ less than fully qualified personnel to fill many new program vacancies.	56	31	21
Certification has been a problem.	50	40	26
We have not had time to do a good recruitment job following receipt of job requisitions.	68	51	36
Our personnel office has not been augmented to do this recruitment.	68	48	42
There have not been adequate job opportunities for personnel needed.	43	40	42
Not enough advance notice was given to plan an adequate recruitment program.	87	55	52
The personnel office has not been kept informed as to what programs were being planned.	31	14	21
Salary and wage rates for personnel (for new programs) have been difficult to determine.	31	28	31
The diversion of personnel to new programs has weakened our regular program.	31	28	21
Confusion in the administration of new programs has complicated recruitment.	43	33	21
Recruitment from within the staff has been discouraged.	6	14	5

*per cent

Difficulties of Recruitment Related to the Size of the School System Reporting

The investigation also revealed differences in kinds of problems facing various sizes of school districts. To determine the factor of size, the data were grouped into the following categories:

School populations
(Students)

1. Up to 6000
2. 6-24,999
3. 25-49,999
4. 50-99,999
5. Above 100,000

The analysis of responses (see Table VI) revealed that the largest school districts (those systems above 100,000 pupil population) were experiencing great difficulty in recruitment for many special classes and other activities. This may be attributed to the vast number of personnel needed to supply the various classes. The large systems reported the highest per cent of difficulty in recruitment in the supplying of personnel for: remedial classes, speech improvement classes, pre-school (Head Start) classes, Manpower Development

Training Classes, psychiatric service, and expanded health services. *These same large systems also reported in 88 per cent of the responses that they have had to divert staff from the regular school program to new programs and have employed new personnel to take their places. Also the large systems reported in over half of the responses that the diversion of personnel to new programs had weakened their regular programs.*

Large school systems with a pupil population of over 100,000 also reported the highest percentage of difficulty in securing personnel because there was not enough advance notice given for planning.

The smaller school districts were not without specific and serious problems as indicated by 80 per cent of the systems with less than 6000 pupils reporting particular problems in recruiting skilled personnel (psychologists, school social workers, psychiatrists, teachers, counselors). The over-all average was approximately 68 per cent. Similarly, the other districts reported significant recruitment and administrative problems attributed to the vast scope of the new school programs. Table VI shows the analysis in detail according to the size of school district.

TABLE VI

NATURE OF PROBLEMS ENCOUNTERED BY SIZE OF SCHOOL

Problems Encountered	A**	B	C	D	E
Skilled personnel.	80*	61	73	76	76
Divert staff from regular program.	40	63	78	80	88
Employe less than fully qualified.	20	30	39	38	58
Certification problem.	40	37	39	57	29
Not enough time to do recruitment.	60	42	69	57	58
Personnel office not augmented to do recruitment.	40	51	65	42	52
Not adequate job descriptions for personnel needed.	40	33	47	49	47
Not enough advance notice to plan recruitment program.	40	47	73	65	82
Personnel office not kept informed as to programs being planned.	20	13	17	19	35
Salary rates have been difficult to determine.	0	27	30	34	29
Diversion of personnel to new programs has weakened the regular programs	20	18	26	30	58
Confusion of new programs has complicated recruitment.	20	26	47	34	41
Recruitment within staff has been discouraged.	0	6	17	19	11
Personnel hesitant to accept jobs without some indication of job security and Length of involvement.	40	31	47	46	41

**A = Up to 6000 (Student population)
B = 6-24,999
C = 25-49,999
D = 50-99,999
E = Above 100,000
*shown in per cent

Synthesis of Comments and Advice from Across the Country

Personnel administrators from all parts of the nation, representing both large and small school systems, were in agreement that the largest single problem in the area of new Federal programs is knowing whether or not the programs have finally been approved by the state and Federal governments. Administrators stated that if the government officials could give consideration to the fact that the schools begin on a certain date, and that there must be adequate time in order to select the most qualified personnel, it would certainly help all personnel departments. Many personnel administrators reported that final approval on new programs has not come until a week or two before the program is to actually begin. This does not give time for adequate selection of personnel and also does not allow sufficient time for a proper in-service or orientation program.

Generally, the frustration due to the "crash" nature of many programs has caused adverse effects upon the recruitment, selection, and orientation of new personnel. Most administrators, who have the responsibility for recruitment, stated that they were involved in the early planning stages of the new programs and projects; however, in many cases, the professional personnel could not be found in the relatively short time before programs were to be initiated. The time of year a program is authorized and the short time allowed between receiving funds and the first day of the program make it impossible to start with a total staff. The system's personnel procedures must be maintained and there does not seem to be any short cut to speed up the processing of applicants. The last section of this report gives some suggestions for this and other problems.

Non-certificated personnel cannot receive the same benefits as their regular program counterparts. This creates the need for establishing a new separate set of personnel policies and procedures. For some of the positions there is not sufficient information available to create accurate screening criteria since the school systems have not previously employed or recruited certain kinds of applicants now needed in Federal programs. Competition with many other local educational and social projects, seeking similar types of personnel, has doubled the problems of locating available qualified staff.

Efforts should be made by school districts to support inclusion of personnel recruitment and employment costs as allowed budgetary items with reimbursement by Federal and state governments. If a certain amount of advance money could be made available to the agencies or schools proposing projects, it would allow the personnel departments to initiate broader recruitment techniques, advertise, and employ adequate personnel in the department.

The comments of school personnel administrators were not restricted to items concerning personnel only. Other broad concerns related to the new Federal programs included such items as those of parents who have expressed, "These special programs have been designed to aid children, why can't my children also have these opportunities?" Recent articles in newspapers and magazines have also given various accounts of the benefits of the so-called "new programs." One such article is *Are We Creating a Culture of Poverty?*

Another concern of both parents and educators is what happens to the child's achievements in the regular instructional program when he has to be freed frequently to meet and work with the several "specialists" who are trying to aid the "poverty" child. Many have wondered if we can avoid the absurd situation of having the "specialists" wait in line to get to the same child.

Similarly, the question is asked whether or not increased time demands in orienting the regular staff to the purposes, programs and procedures involved in organization will adversely affect teachers' abilities to maintain past achievements in their regular responsibilities.

Inasmuch as specialized personnel often do not have optimum or essential qualifications for the supportive work they are doing and since their work is likely to extend over a number of years, communities, in cooperation with colleges, should make available special in-service programs for such personnel.

Salary schedules for such supportive personnel should be related to the community's schedules. In some instances, teachers have left their positions to accept higher paying supportive positions with lower requirements; or experienced teachers have been resentful that beginners have obtained higher salaries in supportive positions.

Guidance is needed as to the pension rights of school personnel temporarily assigned to federally maintained programs on higher or parallel salary levels.

Promising Recruitment Techniques

One of the most useful proposals mentioned was that of initiating an in-service program for all new personnel on a pay status in order to overcome the time gap between recruitment and initiation of actual programs. Skilled personnel have been extremely hard to recruit when no contract is certain and the time or length of appointment is unknown.

Placement representatives or departmental personnel, particularly at the university level, responsible for scheduling interviews and keeping channels of communications open between prospective personnel and the school systems were considered vital to recruitment, but they were criticized in many instances by school personnel administrators. Although schools have made an effort to identify specific personnel needs for the college and university placement offices, many people who are scheduled for interviews are not qualified or are not even interested in these specific positions. Time and effort are also wasted in talking with candidates who are not needed. Placement officials responsible for scheduling interviews at the college level need to be cognizant of the school needs in each area of personnel. When the public schools attempt to keep the placement office up to date, the placement office has the responsibility to inform candidates of the particular openings in the various schools.

To solve some of the problems in the placement offices, suggestions were made to create centralized regional personnel centers, either private or public, or create stronger personnel placement offices in the state departments of education. One thing seems certain. School districts will have to enlarge their geographical regions in order to recruit the additional personnel needed for new school programs. Some school systems are already screening applicants over 1000 miles from home.

Productive recruitment techniques that have been imperative include determining the exact job description of the new positions. Specific job descriptions have been developed in many systems by the personnel closely responsible for the projects. These descriptions have been disseminated with other procedures in the personnel office and then circulated to the district staff, to the colleges and universities, and to other teacher placement offices.

A school district should be able to start new programs slowly, beginning with a few people and working into the programs as they are evaluated and difficult problems eliminated. Adequate supervision and continuous evaluation should be given on all new programs so that charges cannot be made that funds or personnel are being mismanaged. Unfortunately, many districts explained that the length of time available was not sufficient to organize broad supervisory and evaluation programs. A well-established personnel department in each district or in a regional location for small districts is needed to assure that the Federal programs are being implemented with the best qualified personnel available.

Information from many school systems throughout the nation indicates that better recruitment techniques must be found and that recruitment must be carried out over larger geographical areas. Also, local departments of personnel need more space, better equipment, and additional clerical and professional help in order to accommodate the vast number of personnel needed in such short periods of time.

APPENDIX

Additional Activities	*Personnel Needed*
Team teaching	7
Special purpose junior high summer school	140
Medical aides	6
"Get Set" pre-kindergarten	384
Elementary	250
Academically talented	644
Administrators-outreach centers	35
Personnel services	3
Administrators aides	19
Clerical personnel	51
Additional teachers (ESEA 1965)	17
Elementary art teachers	6
Elementary classroom teachers	36
English	5
Vocational teachers	4
Three on two, grades 1, 2, 3	8
Five on four, grades 4, 5, 6	12
Slow learner classes	12
Instructional materials specialist	1
Cultural field worker	1
Language arts improvement	2
Reading—remedial and supervision	12
Regional sources center specialists	20
Mathematics improvement specialist	12
Instructional aides	60
Clerical assistants	30
Curriculum supervisors	55
Audio-visual technicians	16
Floating teachers, elementary	25
Vocational business	10
Trade and industrial	2
Mentally retarded	3
After-school enrichment	79
After-school remedial	291
Remedial arithmetic	110
Early push (pre-school)	103
Clinical psychologist	1
Occupational work experience	1
Adult education	12
Adult basic education	2
Joseph Kennedy Fund—recreational program—retarded	30
Boston Public School University Program	
School-to-school international program	
Flexible scheduling—Ford Foundation grant	
Far-eastern studies program—Carnegie Grant	
Knapp Library Foundation	
Carnegie In-Service Foundation	
Greenleigh	
N. D. E. A.	
Curriculum revision	50

APPENDIX (Continued)

Additional Activities	*Personnel Needed*
Cooperating teachers	45
Curriculum specialists	7
Youth motivation	7
Study halls	62
Orientation rooms	19
Reading improvement	69
Sweeper boys, helpers, laboratory assistant	725
Resource teachers	13
Research	2
Curriculum consultant	1
Supporting services (non-professional)	14
Program directors	3
Community coordinator aides	3
Mentally retarded and homebound	10
Economic education	1
Data processing	2
Helping teachers	23
Librarians—high school	2
Industrial arts	4
Data processing instructor	1
Curriculum consultant	1
Administrative assistant	1
Hard of hearing	9
EMR	10
Administrator for Federal programs	1
Learning specialists	7
Materials developer	1
Helping teachers	5+
Specialists instructional media	1
Physical education	6
Vocational administration	1
Classes for perceptually handicapped	1
Summer recreational programs	25
Music therapist	1
Federal program coordinator	1
Elementary vocal music	5
Elementary instrumental music	4
Continuation education class	1
Work experience classes	2
Secondary library	2
Vocational counseling	1